



CAATE Statement on Diversity, Equity and Inclusion

The Commission on Accreditation of Athletic Training Education (CAATE) is committed to equitable representation for all, including students, faculty, staff and key stakeholders. The CAATE creates the future of our profession and thus has an immediate impact and responsibility for engraining the importance of diversity, equity and inclusion into the educational process for students. As crucial as it is for us as health care professionals to enforce patient-centered care, it is just as important for the CAATE to enforce this core value into student-centered education.

As an organization, the CAATE is responsible for setting the standards for educating athletic trainers; therefore, the core values of the governing body need to match the needs of the profession. It is imperative the CAATE includes, celebrates and incorporates the concepts and voices of our changing world in our current and future narrative.

As athletic trainers, the population we serve is very diverse, and the clinical population needs to match the patient population. Representation matters. We cannot be an effective or successful community until all voices, especially those often marginalized in our field, are not only included but validated, amplified and celebrated.

The CAATE defines an inclusive environment as one that recognizes the contributions and supports of all, regardless of nationality, ethnicity, race, religion, age, sex, marital status, socioeconomic status, gender identity and expression, sexual orientation or ability. An inclusive environment has been shown to improve the quality of health care in athletic training community relations and positively affect the health and wellness of our communities. CAATE leadership strives to create an inclusive environment in our endeavors so that all patients are welcomed and valued.

It is critical for the CAATE to be committed to equitable representation for all, including students, faculty, staff and key stakeholders to enact educational reform, student-centered education, leadership opportunities and effective multicultural experiences in athletic training.



Background, Development and Requested Commitments for Diversity, Equity and Inclusion

Background

In February 2020, the Commission on Accreditation for Athletic Training Education launched a new committee for Diversity, Equity, Inclusion and Leadership Development (DEI & LD). The purpose of the committee is to focus on recruiting and developing volunteers and leaders of the Commission with a deliberate emphasis on diversity, equity and inclusion and to intentionally promote and ensure a culturally proficient environment throughout the organization and our stakeholders' programs.

The DEI & LD Committee has identified diversity, equity, inclusion and social justice as a framework for the plan. The committee will focus on the critical work of advancing the CAATE's efforts to develop strategies, initiatives and best practices to cultivate a diverse and culturally prepared workforce, embrace diversity, assure equity, promote a culture of inclusion throughout the organization, and identify issues of injustice in society throughout the organization, our stakeholders and the communities we serve.

We are disheartened from our history of systemic racism that underlies societal inequities furthered powered by institutional policies, practices and services. The latest acts of violence and explicit systemic racism have given rise to a desire to become active and to take part in the solution against marginalizing minority groups. We aspire to be a community that embraces diversity and intersectionality in all its dimensions.

Definitions for the CAATE:

DIVERSITY

Diversity: creating an optimal learning environment for all, where people with different ideas, cultures, opinions, and experiences feel comfortable amongst each other and part of a larger dialogue to come together to improve patient-centered care. Diversity includes but is not limited to race, ethnicity, religion, national origin, age, marital status, abilities, sexual orientation, gender, gender identity and expression, and socioeconomic status.

EQUITY

Equity: Equity is providing everyone the opportunity to attain their full potential while no one is disadvantaged from achieving this potential because of their social position or other socially determined circumstance.

INCLUSION

Inclusion: Inclusion is a core component for effectively achieving diversity. Inclusion is achieved by cultivating the climate of the institution/organization through professional development, education, policy, and practice. This creates a climate that promotes a sense of belonging, respect, and value for all



and encourages engagement and connection throughout the institution/organization and community we serve.

SOCIAL JUSTICE

Social justice: Social Justice begins by recognizing that health care is a fundamental right. Social justice in medicine is equality in access to and quality of health care and right to health of everyone. Inequities in health care are unacceptable.

CAATE DEI Commitments:

- **Diversity:** We commit to increasing diversity, which refers to the variety of personal experiences, values and worldviews that arise from differences of culture and circumstance. Such differences include but are not limited to race, ethnicity, religion, national origin, age, marital status, abilities, sexual orientation, gender, gender identity and expression, and socioeconomic status.
- **Equity:** We commit to ensuring access to opportunities within the CAATE and to working actively to challenge and respond to bias, harassment and discrimination.
- **Inclusion:** We commit to pursuing deliberate efforts to ensure the CAATE is an organization where people are welcomed, different perspectives are respectfully heard, and where every individual feels a sense of belonging, respected, supported and valued.

Reference

Nivet, Marc A. EdD, MBA; chief diversity officer; Castillo-Page, Laura PhD; senior director; Schoolcraft Conrad, Sarah MS; director A Diversity and Inclusion Framework for Medical Education, Academic Medicine: July 2016 - Volume 91 - Issue 7 - p 1031 doi: 10.1097/ACM.0000000000001120